



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

ASSESSMENT POLICY

September 2025

This is a non-statutory policy



The Ecclesbourne School

"Learning together for the future"

ASSESSMENT POLICY

September 2025

1 Rationale

Assessment is fundamental to the process of teaching and learning. Assessment is for learning as well as of learning. Assessment for learning is an on-going dialogue between students and teachers and is not the same thing as marking.

Its main purposes are:

- 1.1 To enable students to understand how well they are doing and how they can improve by clarifying and sharing learning intentions and criteria for success.
- 1.2 To inform development of effective learning tasks, discussions and activities designed to elicit evidence of learning.
- 1.3 To provide feedback that moves learning forward.
- 1.4 To activate learners as owners of their own learning by involving students in their own assessment, helping them to build up evidence of what they know, understand, and can do. **This requires students actively to respond to formative feedback.**
- 1.5 To provide teachers with evidence of students' strengths and weaknesses to inform planning and target setting to meet their needs.
- 1.6 To assist teachers with the collection of manageable evidence – test scores, 'significant highlights' in work, notes of critical points in lessons when students have shown (possibly orally) what they know, understand and can do.
- 1.7 To provide parents/carers, employers, universities, the DfE or other schools with useful and meaningful information about what students know, understand, and can do.

2 Assessment

- 2.1 Assessment for Learning should underpin teaching and learning so that students and teachers know where they are and how to make progress.
- 2.2 Assessment for Learning activities include hinge point or diagnostic questions, peer assessment, self-assessment, questioning designed to encourage deep thinking, randomised or 'no-hands up' questioning, question-level analysis, comment-based formative feedback, sharing assessment criteria, student friendly assessment criteria and feedback mechanisms. This list is not exhaustive, and colleagues are recommended to consider reading the work of Dylan Wiliam and in particular '*Embedded Formative Assessment*' (There is a copy in the School Library). See Appendix B – '*35 AFL Techniques*'

2.3 In schemes of work and individual lessons, subject departments will make clear the key learning intentions and criteria for success they intend to assess in the work of their students. These must be prominently displayed in classrooms and in students' books and folders.

2.4 At the beginning of each year (Key Stage 3) or each course (Upper School & Sixth Form) subject departments should supply each student with a written statement of what will be assessed and how.

2.5 Regularity

2.5.1 At least once every half term there should be a major piece of assessed work, marked with a grade and formative feedback that provides clear next step advice on how to improve. Marking work takes considerable time, students should be expected to respond to formative feedback and given time to do so.

2.5.2 Formative feedback: Students should receive formative feedback marking at least once a month in subjects where students are seen once a week, and at least once every two weeks where they have two or more taught lessons.

2.5.3 Marking: Monitoring and Motivating Students:
Routine work should be marked and commented on regularly. It is not necessarily expected that a grade is awarded every time a book is marked but it is important that students know their work will be checked. Students need to have their work marked regularly and see it as a sign of interest and concern by their teacher.

2.6 Formative assessment, day to day, is the responsibility of individual teachers working in their subject and faculty teams using agreed subject assessment criteria. Next step feedback on assessed work is based on:

Stage	Current Attainment Grade
Key Stage 3	KS3 Levels 1-9 (Emerging, Secure or Mastery)
Key Stage 4	External Exam Grades/Exam Board Assessment Criteria
Sixth Form	External Exam Grades/Exam Board Assessment Criteria

2.7 Assessment of effort is on a 5-point scale (see Appendix A below) and recorded at the assessment points outlined in the school calendar.

2.8 Teachers collecting in work to be marked will inform students when they can expect to receive it back. Work should be marked in a timely manner - for most routine work, this is likely to be within 5 working days. For coursework/controlled assessment tasks or extended homework tasks this period may be longer.

2.9 Effective feedback [verbal or written] is fundamental to helping students make progress.

- The purposes of feedback, both verbal and written, must be clear to all those involved – students, staff, and parents/carers.
- The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of learners.

- Feedback must be focused. Expectations should be shared with learners as learning intentions, objectives, or standards to be aspired to.
- Effective feedback comprises three elements: what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made. It is not necessary for all three elements to be covered at one time.
- There is no single 'right' way of providing feedback – the strategy used should be appropriate for the purpose and context of the work.
- Feedback should promote self-esteem. Marking should convey that a student's effort is valued.
- Outcomes of feedback will be used by teachers to plan the next stages of learning.

2.10 Written comments on students' work will be:

- easily decipherable in terms of handwriting and language
- positive and constructive
- give clear 'next step' subject specific advice to help students improve
- followed up (e.g., corrections must be completed next time the book is marked)

2.11 Students will be actively involved in self and/or peer assessment of their work on a regular basis. This can include marking their own work or that of others against an authentic mark-scheme or specified criteria which may be moderated by the teacher.

2.12 Subject departments will simulate the experience of external examinations via mock examinations in Years 9 to 13. These will be formal invigilated examinations and the outcomes communicated to students and parents through full or interim reports. All subjects will be assessed over a week or two according to the school calendar.

2.13 The Head of Faculty will be responsible for the quality assurance of marking and assessment across the faculty. This will include:

- Monitoring the quality and frequency of marking and formative assessment within their subject area.
- Using departmental meeting time to moderate and agree assessment standards.
- Coordinating regular assessment scrutiny to quality assure and share best practice.

3. RECORDING:

- 3.1 Subject teachers will maintain up-to-date records of student assessments in a format agreed by the faculty. These records (or an agreed summary) will be made available to any long-term cover teacher and the next teacher in the subject sequence.
- 3.2 Student Effort, Attainment and Projected Grades will be recorded in Arbor at assessment points identified in the school calendar.
- 3.3 Students will be supported to keep a personal record of their assessments in each subject in a form which encourages them to register changes over time. This can be done via a simple 'stick-in-your-book' sheet in exercise books, for example.

4. REPORTING:

- 4.1 The parents/carers of every student will receive one full written report annually on his/her progress in every subject being studied, one interim report and a verbal report on Parents Evening.
- 4.2 Written reports will be completed by subject teachers and tutors and Heads of Year/School. The timetable for each reporting cycle will be published in the school calendar. **Form tutors' comments** should relate to non-academic activities, progress in Personal Development & Citizenship and an overall comment on progress. Heads of Year/School should provide an overall comment on progress and development. **Subject comments** will be focused on the student's progress and achievement during the reporting period and make clear what students need to do to improve. All comments should be legible, intelligible, informative, and constructive. Care must be taken to make sure that the comments correlate with effort and grades. Written reports must be checked carefully for spelling and grammatical errors.
- 4.3 Reports to parents indicating progress and attainment in each subject are published in accordance with the timetable in the 'Monitoring Student Progress' calendar and include:
- Year 7- 9: Effort Grade, Below/On/Above Track, Y11 Target Grade
 - Year 10-11: Effort Grade, Current Attainment Grade, GCSE Projected Grade
 - Year 12-13: Effort Grade, Current Attainment Grade, A Level Projected Grade
- 4.4 There will be one formal meeting of parents/carers and teachers for each child every year, arranged to provide a balance across the academic year with timing of the written report. This works to an appointments system. Special meetings between parents/carers and staff are arranged by the appropriate School Pastoral Office, as necessary.
- 4.5 A Wellbeing, Record of Achievement and Target (RAT) interview will be held between each student and their tutor twice each year.

5. Targets for 'next step' improvement

- 5.1 Effective assessment for learning is based on students having a clear understanding of what they need to do to improve and so each subject will provide grade/KS3 level descriptions in language accessible to students. These will be prominently displayed in classrooms and in student exercise books or folders.
- 5.2 Minimum Expected Targets (METs) at KS4 and KS5 are informed by prior attainment data from primary schools, Cognitive Abilities Tests (CATs), teacher assessment and external benchmarking including Fischer Family Trust, SISRA and ALPS.
- 5.3 In Years 7, 8 and 9 students do not have METs. Instead, students will receive regular formative feedback with individual 'next-step' targets based on subject assessment levels. This will enable them to make incremental progress. In Interim and Full Reports, achievement will be expressed as below track, on track or above track to achieve their Year 11 target grade.

- 5.4 Dialogue between teachers and students should help students to identify the 'next steps' they need to take to make progress. This dialogue takes many forms including but not limited to:
- marking comments/written feedback from teachers.
 - discussions between teachers and students – both formal and informal.
 - guidance resources and displays in classrooms.
- 5.5 Teachers are responsible for ensuring that their students know their targets and how to achieve them. Heads of Subject and Faculty are responsible for oversight and monitoring to ensure this responsibility is discharged.

Appendix A – Summary of Effort Grade Criteria

Grade	Description	Definition
5	Outstanding	<ul style="list-style-type: none"> • Work is completed to the very best of student's ability • Works at the task with a high level of interest and enthusiasm • A high level of concentration • Prepared to go that extra step e.g., does independent work, spends time correcting work, asks for advice, exceeds the task set • <i>Active involvement in all activities with valuable contributions made</i> • <i>Behaviour always impeccable</i> • <i>Cooperates very effectively with other students & staff</i> • <i>High levels of organisation and presentation in all tasks</i>
4	Good	<ul style="list-style-type: none"> • Work is completed fully and to a good standard • Works at the task with interest and enthusiasm • A good level of concentration • Prepared to act on instructions and take on board advice as to how to improve • <i>Active involvement in most activities with regular contributions made</i> • <i>Behaviour always good</i> • <i>Cooperates effectively with other students & staff</i> • <i>Good organisation and presentation in all tasks</i>
3	Satisfactory	<ul style="list-style-type: none"> • Work is completed fully and competently • Works at the task with some interest • Concentrates most of the time • Will respond to advice as to how to improve • <i>Involvement in most activities with contributions made when prompted</i> • <i>Behaviour is acceptable</i> • <i>Can work with other students at tasks</i> • <i>Usually organised and acceptable presentation in tasks</i>
2	Cause for Concern	<ul style="list-style-type: none"> • Work is not fully completed &/or deadline missed • Inconsistent effort and concentration completing the task • Reluctant to respond to advice as to how to improve • <i>Involvement in activities is limited, with few contributions</i> • <i>Behaviour is often unacceptable</i> • <i>Finds cooperating with other students challenging</i> • <i>Can be disorganised, with inconsistent presentation in tasks</i>
1	Cause for Serious Concern	<ul style="list-style-type: none"> • Work is not completed & deadline missed • Works only when closely supervised by a member of staff • No attempt to respond to advice as to how to improve • <i>Involvement in activities is very limited, with no/irrelevant contributions</i> • <i>Behaviour is unacceptable</i> • <i>Unable to cooperate with other students on tasks</i> • <i>Disorganised, with poor presentation in all tasks</i>